



**Portrush Primary School
Literacy Policy
First Issued September 2017
Reviewed September 2017**

Portrush Primary Literacy Policy.

RATIONALE

We aim to provide a supportive, stimulating and secure environment where children are encouraged to express themselves and where their contributions are valued. We will provide for the language development of pupils and will develop their ability to use language to communicate in relationships and learning, to understand ideas and to order, explore and refine their thoughts.

PRINCIPLES

At Portrush Primary School our policy for Literacy is based upon the following principles:

- The right for all pupils to achieve their full potential and acquire high standards of Literacy.
- All teachers have responsibility for the development of Literacy.
- Literacy is central to the whole curriculum and is a key skill to be utilised in everyday experiences.

AIMS

- 1) To develop a positive attitude to Literacy and raise the standard of Literacy;
- 2) To assist pupils to express and communicate meaning in spoken language, listening to and interpreting what others say and matching style and response to audience, context and purpose;
- 3) To provide pupils with a range of relevant and purposeful opportunities to develop their ability to read, understand and engage with various types of texts for enjoyment and learning – fiction and non-fiction;
- 4) To enable children to communicate using written language effectively, making and shaping text appropriately, according to context, purpose, reader or audience;
- 5) To develop pupils' thinking and problem-solving skills through a range of teaching styles and learning experiences;
- 6) To develop pupils as creative users of language.
- 7) To develop communication through use of multimedia and ICT.

TALKING AND LISTENING

'Oral Language is used to communicate with people, to share and release feelings, to give and obtain information and to understand ideas and develop thoughts.' **NI Curriculum**

RATIONALE

Talking and listening are fundamental skills upon which the educational developments of our children depend. Through the development of oral and aural skills children learn about language and this equips them to demonstrate and refine their learning.

Our overall aim is for our children to become efficient language users. This will be achieved by devoting time, energy and resources to the development of oral communication. Through purposeful interaction with teachers, children will be provided with experiences that develop their skills and their thinking.

The Statutory requirements for Talking and Listening in the **Foundation Stage** are:

- Attention and Listening Skills
- Phonological Awareness
- Social Use of Language
- Language and Thinking
- An Extended Vocabulary

KEY STAGE 1

“Children should be given the opportunity to listen and respond appropriately and effectively to a range of stimuli, including multimedia. They should be helped to speak clearly with clear pronunciation and intonation, appropriate to the needs of their listeners. They need to learn to use language in imaginative ways. They should be helped to structure their talk, using it to develop and clarify their thinking.”

Page 50 NI Curriculum

KEY STAGE 2

“Children should be helped to develop the ability to listen and respond in a range of contexts, thinking about what has been said and the language used, and to speak coherently and confidently for a variety of purposes and audiences. They should also be given opportunities to develop their ability to communicate and capture the interest of listeners.”

Page 51 NI Curriculum

CLASSROOM ENVIRONMENT

We would endeavour in our school to provide an environment in which children will feel relaxed, accepted and affirmed. All children will be given equal opportunities to talk and all contributions will be valued.

TEACHING APPROACHES AND ORGANISATION OF LEARNING

Planning for Talk

The language children bring to school will be valued and used as a starting point for further development. Children will be given opportunities to talk in all areas of the curriculum and develop skills in:

- Talking to adults and peers
- Expressing own needs, thoughts and feelings
- Being exposed to questions which will develop thinking skills and problem-solving

Provision of Experiences and Activities

Children will have opportunities, arising from classroom and other first hand experiences, to develop their talking and listening in a range of contexts and for a variety of purposes, for example:

- To describe their needs and experiences
- To ask and answer questions
- To participate in conversations
- To talk about stories, books, poems etc
- To explain and make predictions
- To express their thoughts and feelings and present ideas and information to others in a group or to the whole class
- To communicate through use of drama and role-play

Children will be encouraged to listen and talk to peers and adults during play and as they carry out activities in every area of learning. They will also be exposed to questions that develop their thinking and problem-solving skills.

Value placed on Talking and Listening

We see Talking and Listening as an integral part of learning and the need for each child to develop the ability to interact effectively with the world around them, express themselves creatively and communicate confidently.

Classroom Organisation and Management

Teachers will make use of a wide range of teaching methods, balancing whole class, group, pair and individual activities. By the end of Key Stage 1 children will have experience of:

- Planning together
- Working in pairs and groups of different sizes and composition
- Varying roles within the group
- Taking turns, sharing and cooperating
- Sharing ideas and making decisions collaboratively
- Explaining and talking about their work, suggesting improvements etc
- Interaction with others – respecting views and opinions

As children progress to Key Stage 2 they will be given opportunities to build on knowledge, understanding and skills acquired previously. By end of Key Stage 2 children will also have experience of:

- Conventions of working in a group and taking on varying roles
- Taking part in discussions - sharing, responding to and evaluating ideas and arguments
- Using evidence or reasons to justify opinions and actions

Teacher Modelling Oral Language

Throughout the school children will have the opportunity to observe modelled behaviours in formal and informal situations eg. in assembly, in group work adopting roles, talking about experiences, sharing thoughts and asking questions.

We as teachers encourage interaction and model features of spoken language everyday - rhyming words, speaking with clarity, using appropriate grammar and voice eg. when dramatising a story or poem.

We feel children's listening and communication skills are fostered as they talk with adults and work with other children. By using carefully chosen comments and open questions, by listening to children interact with each other or with an adult, we can assist children in their thinking and help them build their confidence in the use of language.

Resources and Display

Children will have the opportunity to experience a variety resources and displays

- Interactive Whiteboards and programmes
- T.V. programmes
- DVD material
- Computer software, websites including school website

- Story CDs
- Interest tables – nature table
- Book displays/ wall/ topic displays
- Items brought in from home
- Newspaper articles
- Selection of books, big books, reading schemes – fiction and non fiction
- Library
- Visits to places of interest
- Visitors e.g. from local community
- Drama presentations

Link with Reading and Writing

Talking and Listening is linked with reading as children have the opportunity to discuss, share thoughts and feelings and can make predictions etc. after a story, text or poem is read. This can lead to a range of writing activities based on text e.g. labelling, recounts, character description, narrative writing, reports etc.

Language and Literacy is considered in a holistic way in our school as we feel the integral nature of Talking and Listening and Reading and Writing extends across all Areas of Learning

Use of Questioning

Children will be exposed to questions that extend their thinking and problem-solving skills. They will also have the opportunity to devise and ask questions in social situations and across the curriculum. Through the

use of questioning children will also have the opportunity to engage in reflective discussion about their learning.

Drama

Children will have the opportunity to use drama strategies and engage in a range of creative and imaginative role-plays. Activities such as hot seating, freeze frames, and the use of props e.g. puppets and masks may be incorporated in reading and writing sessions.

READING

RATIONALE

“Children should be encouraged to develop a love of books and the disposition to read”. **NI Curriculum**

AIMS

Our aims are that our children will develop a love of reading as they enjoy a wide variety of texts. We believe that reading is a problem-solving activity and plan that our children will become independent, life-long learners as they learn to read.

CLASSROOM ENVIRONMENT

We aim to make the classroom a place where reading is valued and where children feel inspired to read. Children will be encouraged to see reading as an enjoyable, worthwhile experience.

We will aim to provide a variety of up to date, good quality books (fiction and non-fiction) and other texts such as newspapers, magazines, digital texts and posters. Class and school libraries will be made attractive and accessible to the children.

Where possible there will be a comfortable area for reading in class/ accelerated reading library and children will be given an opportunity to browse before choosing a book.

We will endeavour to create an environment where print is all around e.g. in captions, labels and instructions. Classroom/notice board displays will be used to enhance interaction and encourage reading for enjoyment and the children's own work will be displayed where possible.

TEACHING APPROACHES AND ORGANISATION OF LEARNING

Foundation Stage / Key Stage 1 / Key stage 2

Reading Materials

The children will:

- Be given a range of interesting fiction, non fiction, poetry and rhymes
- Have opportunity to browse in book corner/ accelerated reading library for enjoyment or information
- Be exposed to books being read in class e.g. Big books, novels, anthologies, poetry
- Experience digital texts, including those composed by them e.g. class book
- Explore websites and software which will enhance reading for enjoyment and skills

Foundation Stage – Non-Ability, Emergent and Guided Reading

Children will have had the opportunity as a whole class, in small groups and as individuals to see modelled reading and participate in shared reading. Shared reading involves whole class teaching but is consolidated through group work with various activities which focus on developing:

- Understanding
- Concepts about print
- Book handling skills and book language

- An awareness of features of print
- Rhythm and fluency

- An awareness of structure of words and use of reading cues

This is on-going throughout the Foundation Stage and while the children will learn a lot about reading through whole-class teaching sessions they also need and will have the opportunity to read in small groups to fully grasp the concepts being taught.

Initially these groups are randomly selected but as individuals begin to develop more independence specific groups emerge (Emergent Group Reading).

The focus of these sessions will be the same as shared reading sessions but also there will be an emphasis on reading for meaning.

Children will be ready for Guided reading sessions when they demonstrate core reading strategies e.g. comprehension, phonetic cues, picture cues, contextual cues, sight vocabulary and can read some texts independently.

During guided reading children will consolidate and develop the learning from previous experiences in shared and emergent group sessions. In the guided reading group children will be grouped by ability.

Observations and assessment will be made throughout each stage to inform future planning and judge the level of support needed.

Banded Books

The Book Bands resource enables us to provide the children with reading opportunities from more than one reading scheme and therefore enrich the pupils' reading experiences.

We have a selection of fiction and non fiction books from Oxford Reading Tree, All Aboard, Rigby, Collins, PM Plus and Longman Book Project.

- Opportunities to practise the early concepts about print;
- A variety of font and spacing;
- A variety of illustrations or photographs;
- Different genre – plays, poetry;
- A variety of page lay-out;
- Opportunities to solve simple (CVC) words by blending phonemes;
- A variety of high frequency words;
- Consolidation of the above experiences through repetition;

The Book Bands system allows Years 1-7 to compare books from different schemes and to choose books from within these comparable levels for use in guided reading sessions.

Phonological Awareness

We feel the development of phonological awareness is an essential requirement of both reading and writing. We believe developing children's awareness of words, syllables, rhymes and phonemes significantly increase their later success in learning to read and write.

In the Foundation Stage emphasis will initially be on developing attention and listening skills to provide the basis for all phonological awareness. This involves activities in listening, recalling and sequencing.

Throughout the Foundation Stage and progressing into Key Stage 1 children will also experience auditory and visual processing skills which will enable them to; understand sounds and letters, hear sounds in words - segmenting individual sounds, blending sounds together to make words etc. Teachers will demonstrate skills in a range of situations and introduce children to such concepts in group activities, modelled and shared sessions, play etc.

Jolly Phonics

We use the Jolly Phonics programme as a systematic approach to teaching children to read and write. The children are taught the main 42 sounds of English, not just the alphabet sounds.

With this knowledge they are taken through the stages of blending sounds to form words and then to reading. At the same time they are taught to write by identifying sounds in words and relating the letters to those sounds.

Spelling Schemes

We use Primary Education and Target Spelling schemes alongside teacher generated topic list spellings.

Reading to all

Children will be encouraged to develop an enthusiasm for stories and books as they will be read to regularly from a wide selection of poetry and prose. They will have the opportunity to respond accordingly eg. discussion, re-telling, acting out and representing ideas through drama etc.

Modelled, Shared, Guided Reading

Foundation – Key Stage 2

We believe children develop a curiosity to read as stories and texts are read to them. We see it as an essential activity and in the classroom provide a range of contexts to model the importance and enjoyment of reading.

During modelled reading the teacher, using a Big Book/ digital text, will explicitly demonstrate the process of reading and the strategies that are being used to decode words, comprehend meaning and read with fluency and expression. Children will participate by listening and observing the teacher while she talks through the process.

During Shared Reading children will be able to enjoy the text together, have opportunity to link it with personal experiences, and develop imagination and language. They will also gain insight into meaning and story structure.

These sessions involve the teacher and children reading a text/ digital text together and focusing on a specific aspect. Children will be in mixed ability groups or whole classes and will consolidate their learning through a variety of independent reading tasks eg. matching, sequencing, word-building etc.

During Guided Reading sessions children will have a copy of their own text and will be in ability groups. The teacher will support a small group

of children in talking, reading and thinking their way through an unfamiliar text.

Children will consolidate previous learning experiences while continuing to develop independent reading strategies, problem solving, etc. The teacher will support the reader by helping them predict the story and looking through the pictures when the text is introduced.

The teacher can then guide the children through the text or let them read a whole text uninterrupted. After reading there will be a focus on particular aspects eg. theme, characters, punctuation, sentence structure, comprehension.

The key focus in guided reading is to encourage the children to take responsibility for their own learning so the use of task board will be established in Foundation where the children will be provided with options, differentiated and open-ended tasks.

Children will take home books for reading homework that are 'Instructional Reads' and not unfamiliar texts. Depending on their age, they will also have opportunity to avail of reading games/ activities to promote phonetic knowledge, key word recognition etc. Throughout the school reading home works will be given out to consolidate reading strategies learned and promote comprehension.

Modelled, shared or guided reading sessions take place daily in Foundation/ Key Stage 1 and twice per week in Key Stage 2 (P5).

Accelerated Reading

Accelerated Reading is a programme which takes place primarily in Years 4-7. After being assessed with a STAR test children choose books independently according to their interest and ability level. It informs instruction and engages pupils thereby helping them achieve their full Literacy potential.

The programme benefits children in that:

- It personalises reading practice to each pupil's current level and through its progress-monitoring and feedback mechanisms, it reinforces pupil effort.
- It promotes wide reading which is most effective method for building vocabulary.
- It assesses students' reading with four types of quizzes: Reading Practice, Vocabulary Practice, Literacy Skills and Textbook Quizzes.
- It enables pupils to apply the skills and strategies taught - pupils receive direct and systematic instruction in phonemic awareness, phonic skills and comprehension strategies and are given opportunities to apply their knowledge in a variety of ways.
- It draws pupils into the world of 'real' reading – a world in which people learn from and enjoy books and build a lifelong love of reading and learning.
- It allows children the opportunity to become more independent and take responsibility for their own learning.

The programme was introduced to raise standards in reading by motivating children who may be reluctant readers and help narrow the gap which exists between boys' and girls' reading ages. Some children

who are not entirely independent readers will also take part in guided reading sessions.

Reading aloud

Children will be encouraged to read aloud in various situations e.g. in class, reading to other adults, including parents, reading prepared scripts for performances, e.g. concert, assemblies and reading their own or others' written work during self or peer assessment.

Reading for Information

Reading for the purposes of study requires specific skills. It is linked to the skill of Managing Information (from the TS&PC framework) whereby pupils' access, select, record and communicate information. The children will have experience of the following activities:

- Extracting information from books using the contents pages or index
- Classifying information by alphabetical order
- Using dictionaries
- Using a search engine on the internet
- Using reference material such as encyclopaedias, atlases, directories, timetables, brochures etc
- Formulating questions which require a search for information
- Skimming a text to get an impression of what it is about
- Scanning a text to search for specific information
- Making notes, selecting what is relevant and appropriate
- Distinguishing between fact and opinion in evaluating information

Dear time

_This is a time period of about 15 mins after breaktime when children are encouraged to Drop Everything And Read.

Visits

To foster an enjoyment in reading children will have the opportunity to experience visits to the local library where they can select and use books for different purposes. When possible children will also enjoy visits from authors/ poets where they can listen to stories being read, participate in workshops and ask questions and gain a deeper understanding of the writing process and how a book is created.

Involvement of Others

We believe success as a reader underpins learning in all areas of the curriculum. Children become successful readers and writers with the support of their families, friends and teachers.

Parents

We recognise that parents have a very important role to play in the development of their children's reading. We hope to involve parents in the following ways:

- Encouraging them to read with and to their children
- Encouraging them to talk about books and stories with them
- Talk about pictures in books eg. library books, reading homework
- Take an active role in reading homework and encourage their child to be an independent reader
- To encourage the children to talk about the stories they have enjoyed together and about the child's own choices and interests
- To invite parents to book-centred events in school, Literacy evenings, workshops
- To encourage them to take their children to the library and to share the experience with them

WRITING

RATIONALE

“Children should learn to communicate meaning through enjoyable writing activities, whereby they express themselves in writing both imaginatively and factually and including digital resources”

NI Curriculum

Children write to express their emotions, to convey their thoughts and opinions and to present evidence of research. By developing these skills we can equip our children to use writing across the range of curricular activities in which they are involved.

Our aim is that our children will develop the ability to write effectively in various forms according to purpose and audience. They should be encouraged to develop as independent writers, learning over time to use conventional spelling, punctuation, grammatical organisation and handwriting.

CLASSROOM ENVIRONMENT

We will attempt to create a stimulating environment in the classrooms where children will be encouraged and inspired to write.

In the classrooms in the Foundation Stage and Key Stage 1 children will have access to a writing area during play and have the opportunity to experiment with writing using a variety of tools and media. The children will be encouraged to write themselves as they see their work made into Big Books/ Class Books which can be read in the reading corner.

Throughout Key Stages 1 and 2 children will have stimuli such as dictionaries, word banks, ICT word processing and the spell checker and various software/ websites.

Children’s work will be displayed in the classrooms and throughout the school e.g. notice boards .

TEACHING APPROACHES AND ORGANISATION OF LEARNING

FOUNDATION STAGE/ KEY STAGE 1/ KEY STAGE 2

Displays

We will have various forms of writing displayed in class and notice boards, so that children become familiar with the structure and language features of these forms eg. letters, diaries, lists, invitations etc.

We would also aim to instil a sense of worth within each child as they realise through displays that their work is valued. Children will also have the opportunity to read some of their work out in special assemblies.

Modelled, Shared, Guided and Independent Writing

Throughout the school children will be given the opportunity to express themselves in writing, both factually and creatively using both digital and traditional resources. We employ the key teaching strategies of modelled, shared, guided and independent writing from Foundation through to Key Stage 2 as we encourage children to become independent writers.

In the classroom the children see others write for a variety of purposes and through this they will come to realise the importance of writing and pleasure that can be gained from it. As the teacher writes in a range of situations the children will see her/ him as the role model.

Modelled Writing involves the teacher explicitly demonstrating, similar to Modelled Reading, the process of writing and new forms of writing by talking aloud as she records her thoughts about choice of words, how to spell or locate words, how to present ideas - letter, diary etc. The teacher

will demonstrate writing for a variety of purposes and audiences and children will see that writing is an interactive process and participate by listening and observing.

We believe children's writing develops best when they are engaged in purposeful and meaningful written language tasks. Shared Writing will allow the children to participate in the writing process by contributing ideas without actually having to write their own eg. the teacher can scribe. The teacher will focus on a specific area eg. recording ideas, attempting to spell words, re-reading to check for sense etc and there is an on-going discussion throughout the session.

Children can work as a whole class or in small groups and the teacher and children will work collaboratively. Children will have the opportunity to engage in a variety of supported independent tasks in which they can apply their learning.

Children will take part in Guided Writing sessions which enable the teacher to support individuals or small groups (scaffolding). They will talk about their ideas before writing, apply and extend skills during writing and read and talk about their work after writing.

Children will have the opportunity to write independently from the beginning of the Foundation Stage where they can try out skills learned through Modelled and Shared sessions. They will be given opportunity to experiment with their own written communication (emergent writing) using a range of writing materials and will be encouraged to read and value their own writing.

As the children become independent writers they will also recognise the writing process as they employ the skills of planning, revising and redrafting to improve their writing and make decisions about form and content and show an awareness of audience and purpose.

Key Stages 1 and 2 will use a variety of skills to spell words and develop increased competence in use of grammar and punctuation. Written activities may be undertaken as a whole class, in groups, pairs or individually and may use a variety of frameworks for think, pair, share and planning activities e.g. mindmaps and storyboards. Children will also have access to a variety of writing materials.

Different Forms of Writing

The children will be given opportunities to write for a variety of purposes and audiences eg. the teacher, parents, peers, school website, wider community, competitions and will be encouraged to select, plan and use appropriate styles and forms.

Throughout Foundation Stage, Key Stage 1 and Key Stage 2 children will have opportunity to develop and practice given forms initially, then work towards being able to select, plan and use appropriate forms independently that will suit certain tasks, audiences and purposes.

Children will have the opportunity to connect their learning not just in the three attainment areas but across the curriculum. They will have opportunity to extend their writing in meaningful contexts. They will explore various genres which will be developed progressively across year groups. Children will also have opportunity to develop creatively and write personally in their own chosen style and form.

Spelling/ Phonics

In the Foundation Stage children will rely on phonic awareness to spell CVC, CCVC words and also sight vocabulary to spell High Frequency words.

Children will use the concept of rhyme to spell CVC words in rhyming and non rhyming sets. This will be introduced and developed using the Jolly Phonics scheme and will be consolidated later when formal spelling begins in Year 2.

In Key Stage 1 children will explore alternatives to spelling in accordance with the Jolly Phonics scheme and also supplement with topic words.

Commercial scheme Prim Ed which is supplemented with target words and topic lists is used in Key Stage 2. Children learn spellings daily which includes blends, rhyming words and familiar/ topic words. Spelling tests are carried out weekly throughout the school from Year 2.

ICT and a range of games and practical materials are used in every classroom to consolidate spelling and phonetic knowledge.

Handwriting

In the Foundation Stage children will develop knowledge of letter shape and how to hold writing tools effectively. By the end of the Foundation Stage children will be encouraged to form lower case and upper case letters correctly.

In Key Stage 1 children will show increased control over size and spacing of letters and in Year 3 will begin to join letters. In Key Stage 2 a swift and legible style of joined writing will be developed.

Responses to Writing

Teachers will respond to children's writing in an encouraging and positive way while suggesting improvements eg. orally and in marking by using the two stars and wish approach. In the Foundation Stage feedback will primarily be oral and will take place during the learning process. Effective feedback and Assessment for Learning methods will improve learning and help with tracking children's writing. Their development will be determined by outcome and how they have fulfilled the agreed success criteria and learning objectives set.

PARENT INVOLVEMENT

We recognise that parents have a very important role to play in the development of their children's learning. We will hope to encourage parental involvement in the following ways:

- Encourage them to read with and to their children and discuss books
- Make them feel welcome to discuss any concerns about their children's progress
- Look at homework diaries/ reading record books and take an active role in homeworks
- Inform them about book club, library facilities

- Provide a written report yearly
- Conduct parent/ teacher meetings
- Hold parents evenings which provide information on new methods/ approaches being employed in school
- Parent boards - events taking place
- Use of school website – shows children’s work, supports spelling and phonic skills through interactive activities

HOMEWORK

Homeworks are set to support the learning process and reinforce work done in school. Literacy homeworks, including reading and spelling are sent home on a regular basis throughout the school and may be oral, written or practical. Please refer to our school’s Homework Policy.

ASSESSMENT, RECORD KEEPING AND REPORTING

In our school we use the approaches of Assessment for Learning and Assessment of Learning.

Assessment for learning involves us using assessment in the classroom to raise pupils’ achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

Effective assessment for learning happens all the time in our classrooms. It involves:

- Sharing learning goals and success criteria with pupils, encouraging independent learning, planning, revising and redrafting work

- Helping pupils know and recognise the standards to aim for
- Providing feedback that helps pupils to identify how to improve using 2 stars and a wish, taking part in plenary sessions which reflect on success criteria, listening and responding to feedback
- Believing that every pupil can improve in comparison with previous achievements
- Both the teacher and pupils reviewing and reflecting on pupils' performance and progress through setting and reviewing of shared targets
- Pupils learning self-assessment techniques to discover areas they need to improve
- Recognising that both motivation and self-esteem, crucial for effective learning and progress, can be increased by effective assessment techniques, engaged in thinking, problem-solving activities

A varied range of assessment techniques are used during the learning and teaching process and not just at the end of a lesson or topic. We select techniques that best suit the nature of the work being assessed eg. observations, questioning, written tasks etc.

In the Foundation Stage assessment is primarily observation based – planned and spontaneous observations and written records of various skills and concepts will be carried out by the teacher and classroom assistant. Effective questioning will also be an integral part of observation and assessment practice. Samples of work, class books with photographic

evidence, running records, reading behaviour charts, phonic tests, and indicators of progression for handwriting, writing and guided reading are some of the methods of record keeping employed.

Assessment of Learning in Reading involves our use of NFER Standardised Tests in Years 4-7 and End of Key Stage Assessment every May.

Assessment of Learning in Writing . In school, every child's writing is assessed with a baseline assessment taking place in September. Various forms of assessment are carried out throughout the year.

All these methods provide evidence which is diagnostic and summative and allows us to carry out rigorous analysis of data as a staff and set targets in effort to raise standards and promote whole school improvement. As a result we can also track children's progress at school, class and pupil level.

Whether summative or formative assessment methods are used, all evidence gained help us as teachers identify strengths and areas for improvement, plan the next stages of learning and make informed judgements of learning. Target children are identified in reading and writing at the start of each year, with targets and interventions put in place termly and evidence kept in portfolios. Children identified as needing additional support as result of assessment findings will be recommended to Senco.

Every year we will set Literacy targets in our School Development Plan and these are published in our Annual Report and shared with all stakeholders.

RESOURCES

We use a wide range of resources. For more detail refer to the inventory of resources.

I.C.T.

A selection of programmes, software, DVDs etc is used to promote Talking and Listening skills, Reading and Writing and cross-curricular

work. This is reflected in schemes and planners. ICT is seen as an integral part of Literacy and provides another means of engaging children in whole class, group, pair or individual activities eg. writing captions for photos, software, ebooks, preparing digital stories, creating Power Point presentations, editing work etc. Please refer to ICT policy.

EXTRA-CURRICULAR ACTIVITIES

We have a Book Fair every year in school and take part in various activities to celebrate World Book Day.

SPECIAL EDUCATION NEEDS

Differentiated and targeted teaching will be directed towards all pupils, maximising their learning potential. Children who are still not making progress and require support or extension in Literacy (as a result of assessment findings) will be targeted first within the class. The next stage will be referred to the school SENCo. The individual needs of each child will be reflected within I.E.P.s - please refer to the SEN policy which applies to all areas of Literacy.

The Literacy Coordinator and SENCo will meet regularly to discuss children's progress on the SEN register.

MONITORING AND EVALUATING

Monitoring and Evaluating will take place regularly to inform others and assist in future planning. After consultation with the staff an action plan will be drawn up in accordance with the School Development Plan by the Literacy Coordinator.

- Samples of work, book scoops - termly

- Analysing assessment findings (data – Standardised Tests, End of Key Stage results, AR data, target children, progress tracking) - termly
- Monitoring six weekly planners - termly
- Monitoring Literacy portfolios
- Classroom observations
- Meetings/ Staff Development Days minutes kept
- Action Plan evaluated, self-evaluative report - annually

These are some of the ways in which the Literacy Coordinator plans to monitor and evaluate pupils' Literacy developments and the effectiveness of Literacy provision within our school.

ROLE OF PRINCIPAL / CO-ORDINATOR

Principal

- Determine the way Literacy should support, enrich and extend the curriculum.
- Ensure that an action plan is drawn up and implemented.
- Decide the provision and allocation of resources.
- Ensure that Literacy is used in a way to achieve the aims of the Literacy policy.
- Support Literacy throughout the school and the Literacy coordinator.

Literacy Co-ordinator

- Maintains and updates (in conjunction with the Principal, teachers, vision and values of the school) aims and objectives for Literacy in the school.
- Update policy and schemes where required.
- Resource the scheme as funding allows.

- Monitor and Evaluate the effectiveness of Literacy Scheme, progression and differentiation.
- Attend courses relevant to personal and professional training and disseminate to staff.
- Keep abreast of new Literacy initiatives, develop and disseminate effective strategies
- Carry out a Literacy audit, draw up an action plan and provide training where required.
- Liaise with outside agencies where appropriate with regard to Literacy.
- Data analysis - standardised data, DE Benchmarking data, staff audits, work sampling, classroom observations, moderation activities, scrutiny of planners
- Keep informed of children's Literacy development and results within school –and inform teachers, Senior Management/ Board of Governors, Parents of findings and assist with in identifying key improvement areas, target setting and evaluating
- Ensure breadth and balance exists in all three attainment areas
- Ensure class and school environment is used to promote Literacy eg. library, Literacy rich classrooms

The policy will be reviewed annually.